

Success With the ASCA National Model

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Objectives

Participants will...

- 1) Learn about successful implementation of the National Model
- 2) Review the four main components of the National Model.
- 3) Participants will understand the use of data in a school counseling program.
- 4) Learn how to support school counselors in their appropriate role.

Why National Model?

- **More time with students!**
 - Less time paper
- **More time spent on counseling!**
 - Less time spent on non-counseling duties
- **More comprehensive SC programs!**
 - Less random acts of guidance (RAGs)
- **Better results for all students!**

Questions

1. How has implementing the ASCA National Model impacted your program?
2. Have you focused more on achievement, attendance and behavior since implementing the model?
3. What barriers to providing services to students impeded you from working with students before implementing the National Model?
4. Did implementing the National Model help in the removal of any of these barriers?
5. Has your collaboration with teachers/administrators/staff changed as a result of implementing the model?

Our program has been elevated in the eyes of our staff. Teachers have mentioned to visitors and parents just how competent our department has become.

-High School Counselor

My program is more focused,
organized, and based on needs
and data rather than based on
what I think is best.

-Elementary School Counselor

The Payoff ...Who did this?

- Reduced 9th grade failure rate by 61.9%
- Reduced Senior failure by 78.4%.
- Increased PSAT participation by 106 students
- Doubled the number of African American students that took the AP Exam
- Received 70-80% approval ratings from students about SC programs

School Counseling Dept. at Southeast Raleigh HS!

- Focused on direct services to students.
- Met with Sophomore, Junior and Senior Academic Coach classroom to deliver curriculum.
- Met with every freshman in their English class and through AC.

In Addition...

- Crisis counseling
- Parent meetings
- Teacher conferences
- Academic Advising
- Personal/Social development
- Career development

Results in Year 2

- Promotion rate of 9th graders increased to 87.3%.
- ESL/LEP parent participation in individual student conference increased to 88%.
- Increased minority enrollment in AP English III by 40%.

How are Students Different at Wakefield High School?

- Promotion rate of 9th graders increased to 87.3%
- 66 new members inducted into NHS
- 46 minority students enrolled in Honors Eng III
- 21 minority students enrolled AP Eng III

Wakefield Curriculum

Goal Activities

"Small Group Counseling"

- Newcomers Small Group
- Divorce Group
- Racial/Ethnic Understanding
- Freshmore Group: life skills, goal setting, bullying, work readiness
- Student Substance Abuse

Wakefield Curriculum Goal Activities "Grade-level"

- Freshman Orientation
- Making High School Count program
- Club Fair
- Registration Planning
- PSAT Interpretation
- Junior Night
- Senior Night
- Sophomore Night: new SAT, resume building, CFNC
- Pre-registration Sessions for 05-06
- Senior Interviews
- College Fair
- On-site admissions
- Financial Aid Night

Wakefield Closing the Achievement Gap Activities

- Individual meetings with minority students enrolled in Honors English 10
- Workshops on self-esteem and leadership
- College tours
- Closing the Gap parent meetings
- Academic achievement recognition through induction to National Achievers Society
- Peer tutorials and mentorship

Olive Chapel Elementary

3 C's Counseling Group

- 100% of the students in target group had no referrals to the school's administrator due to discipline concerns.
- Prior to participation in this counseling group, 20% of the students in this target group had at least one disciplinary referral to the school administrator.

Olive Chapel

Decrease bullying by 50%:

- 100% of the students in target group were not referred to the school administrator or the school counselor for the behavior of bullying.

East Wake Middle Goal:

To increase by 10% the passing rate of EOG
for retained students

- **N = 17**
- **4 Sixth**
- **4 Seventh**
- **9 Eighth**
- **4 left during year**

Activities Used

- Student conferencing
- Parent conferencing
- Track and explain EOG growth
- Project Achieve lessons
- After school program referrals
- CIS referrals
- Teacher communication
- Scheduling electives for assistance

Goal 2 - to increase passing rate of EOG by 10%

Actual Results:

✓ Increased passing rate by 23% overall in Reading

✓ Increased passing rate by 54% overall in Math

Goal Met!

East Wake MS Goal:
To Decrease OSS Suspensions by 10%
N = 15 students > 10 days in 2003-2004

Activities used:

- Anger management group
- Warrior buddy referral
- Mentor referral
- Peer mediation
- Individual counseling

In 2004-2005

- 8 had a total of less OSS days
- 5 were LTS
- 2 had more OSS days

Goal 1 – to decrease the number of OSS occurrences by 10% for specified population

Actual Result

✓ **Decreased number of occurrences by 59%**

Goal Met!

Lesson learned: occurrences decreased, but actual days increased due to long term suspensions – likely goal for 2005-2006

Baileywick Elementary Attendance Plan

- 83% of identified students missed less than 15 days

Lynn Rd. Elementary

August – 12 students with 36 referrals

May – 7 students with 10 referrals

Only 8 of 30 students had office referrals.

Referrals decreased from 12 students for 36 referrals in Aug, to 7 students for 10 referrals in May. Only 8 of 30 students had office referrals the last quarter.

What Did They Do?

- DUSO
- Second Step
- Targeted students with 3 or more office referrals in the beginning of the year

More Results from School Counseling Programs

- 93% of level 1 and 2 students in elementary school counseling group scored level 3 on EOG.
- 62% of students participating in Academic Achievers Group had a reduction in number of courses failed.
- 9th grade promotion rate increased from 85% to 93% after working with students on Instructional Assistance List.

Removing Barriers

- By collaborating with key stakeholders and the school community, our services are now seen as an integral part of helping students achieve not only academically, but also personally and socially to become better citizens of their school. We even have been included as a strategy to accomplish some of the goals in the School Improvement Plan.

-Middle School Counselor

Creation of the Model

The American School Counselor Association
(ASCA)

collaborated to create a
National Model for School Counseling Programs
to connect school counseling with
current educational reform movements
that emphasize student achievement and
success.

Rationale

By aligning a school counseling program with the school/district mission and school improvement plan, school counselors:

- Partner as leaders in systemic change
- Ensure equity and access
- Promote academic, personal/social and career development for *every* student.

**What
happens
when
Education
Reform
changes
the school
game?**



School Counselor to Student Ratio

National recommendation

Goals of School Counseling Program

- The ultimate goal of the school counseling program is to support the school's academic mission.
- Ensuring academic achievement for every student includes counselor initiated activities designed to meet the needs of under-served, under-performing and under-represented populations.

***"We need to be the change
we want to see happen."***

***We are the leaders
we have been waiting for."***

– Gandhi

People have wondered...

What do school counselors DO?

Historical Problems in School Counseling Programs

- Lack of legitimization
- Lack of consistent identity
- Limited or no involvement in reform movements
- Variation in roles from state to state and site to site
- Non-school counselor responsibilities

When schools fail to clearly define the counselor's role...

School administrators, parents with special interests, teachers or others may feel their agenda ought to be the school counseling program's priority.

The results often lead to **confusion and criticism** when they are disappointed.

(Carolyn Maddy Bernstein, 1995)

Attempts to Unify the Profession

- Gysbers & Henderson's comprehensive programs
- Johnson & Johnson's results-based guidance
- Myrick's planned developmental guidance

Trends in Education

- Education reform movement
- Accountability
- Standards-based movement
- High-stakes testing
- Achievement gap – equity and access
- Block grants
- Emphasis on improving school safety
- Vouchers
- Performance, not entitlement

Current School Counseling Trends

- ASCA's National Standards for School Counseling Programs
- Transforming School Counseling Initiative (Education Trust – Dewitt Wallace)
- Increased number of state models
- Results-based school counseling
- Legislation for school counseling programs
- The ASCA National Model

The old question was...
“What do counselors do?”

The new question is...

*“How are students
different as a result of the
school counseling
program?”*

We Exist To Effect Change In Students:

Acquire

- Knowledge
- Skills
- Positive Attitude

Improve

- Attendance
- Behavior
- Academic Achievement

School Counseling Programs Are About

RESULTS.

*How are students different
as a result of the school
counseling program?*

ASCA National Model



Elements of Model

Foundation

Delivery System

Management System

Accountability

Themes Throughout Model

Advocacy

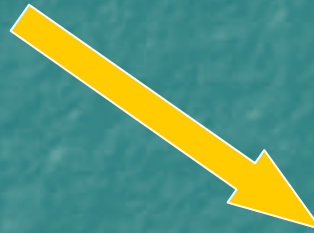
Leadership

Collaboration

Systemic Change

Themes Throughout Model

- Leadership



- Advocacy



- Collaboration



Systemic Change

Foundation (p. 27)

- Beliefs and Philosophy
- Mission
- Domains:
 - Academic Development
 - Career Development
 - Personal/Social Development
- ASCA National Standards and Competencies

Delivery System p. 39

- School Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support

Management System (p. 45)

- Agreements
- Advisory Council
- Use of Data (p. 49)
 - Monitoring Student Progress
 - Closing the Gap
- Action Plans (p.106)
 - Guidance Curriculum
 - Closing the Gap
- Use of Time (p. 55)
- Calendars

Management Agreement

- The Management Agreement has been instrumental in removing barriers and more importantly keeping new things off our plates.
 - High School Counselor

Advisory Council

- Yes, we are focusing more on achievement, attendance and behavior since implementing the National Model. We work closely with teachers and curriculum teams to monitor student's progress. Our Advisory Council has given us powerful suggestions which has helped us to see other sides of our program that we can strive to improve.

- High School Counselor

Accountability p. 59

- Results Reports
 - Impact Over Time
- School Counselor Performance Evaluation
- The Program Audit

Expect school counselors to
struggle with data.

There is a difference between
Evaluation and Research...

Evaluation is important!

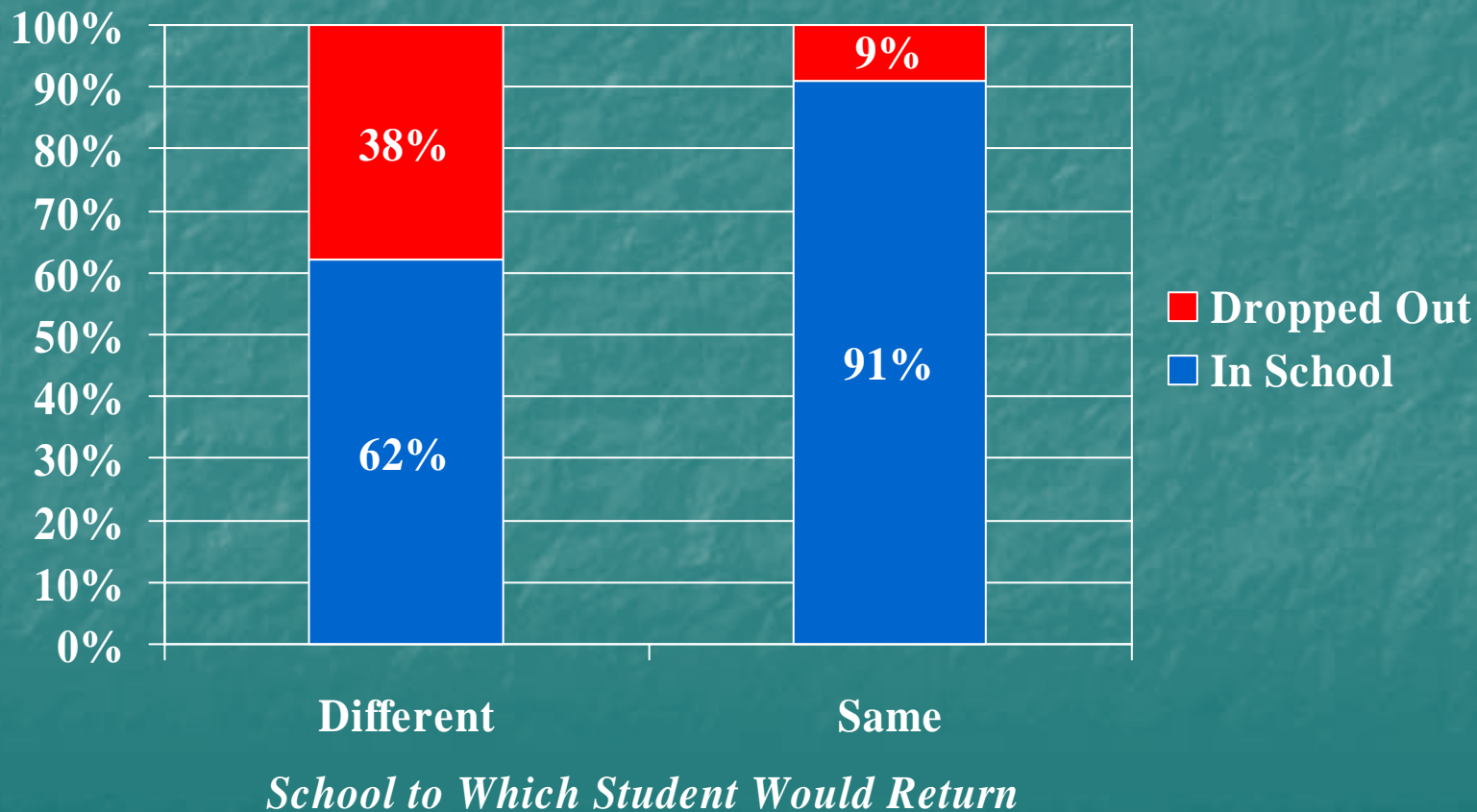
Ex: Effective Alternative Strategies Program: Suspensions and Expulsions

- Wake County Public School System Program
- 5 Transition Counselors
- Supports programs for LTS students
- Originally funded through Federal Grant
- Success of program secured local funding
- Independent evaluation by EdStar

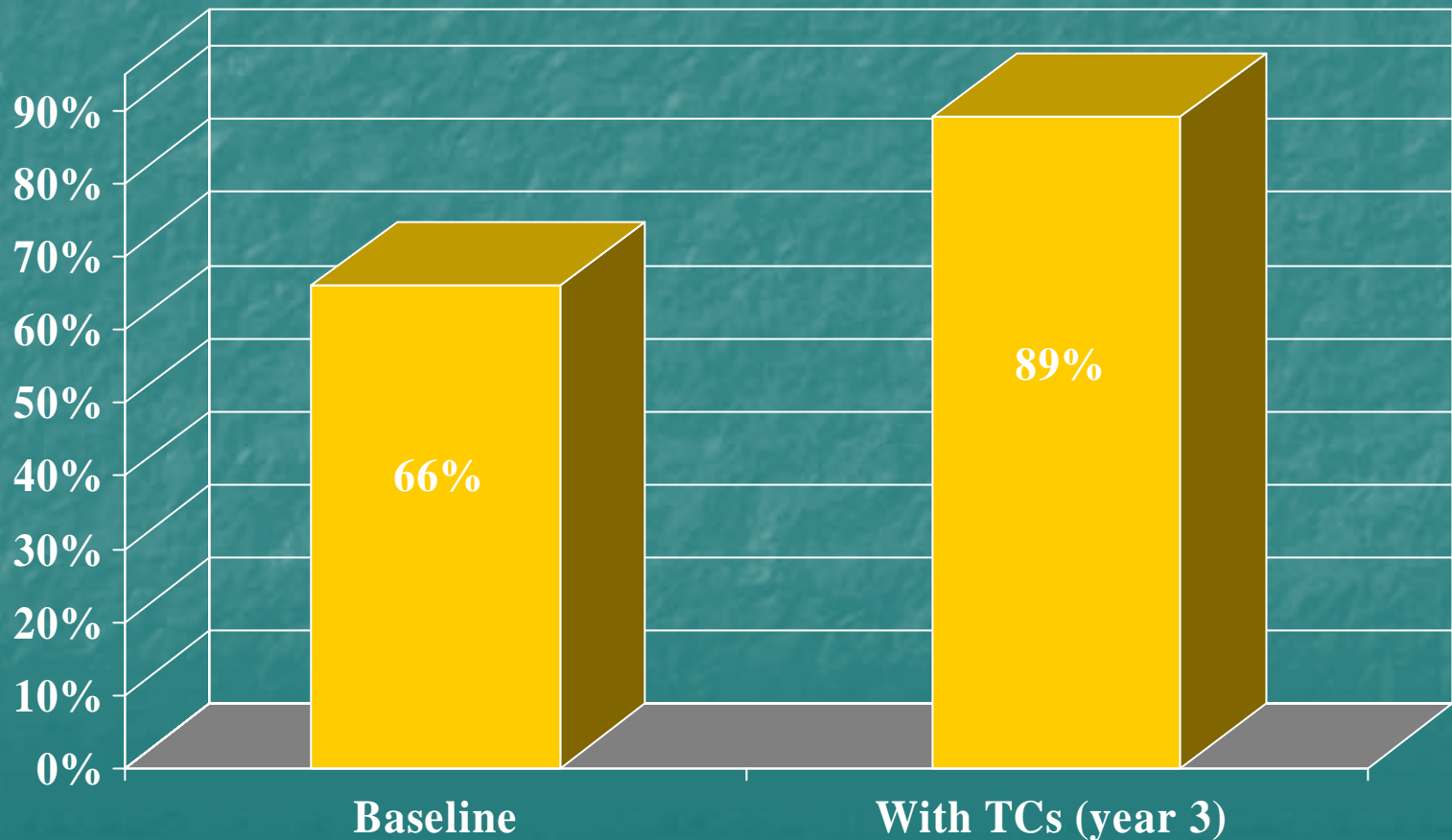
Transition Counselors

- Case manage LTS students
- Support alternative schools
- Support programs for at-risk students and LTS students
- **Case load of approximately 100 students**
- **Well-defined job description**
- **No non-counseling duties**

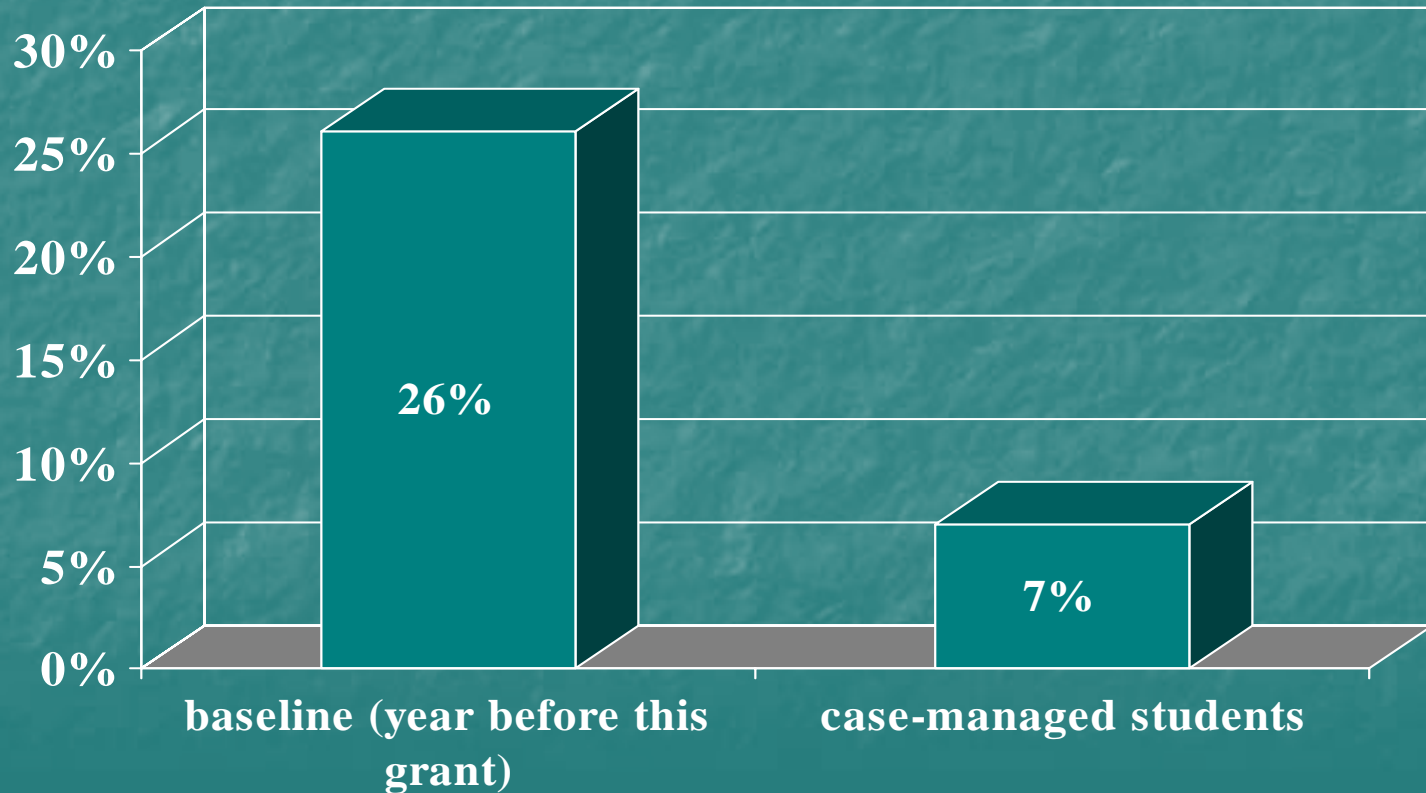
Returning to Same or Different School



LTS Re-Enrollment Rates



Students who were LTS'd again—after re-enrolling



Effective Practices Identified

- Offer family workshops for additional positive contacts
- Remove obstacles during suspension
 - getting grades and transcripts from alternative schools became easier
 - paper work for enrolling in an alternative educational setting was made easier to understand
 - students were encouraged to return to the same school from which they were expelled
 - students were encouraged to enroll in alternative educational settings even if the time left in the school year was short.

Important Findings

- 10 contacts needed with student/family to make significant impact on re-enrollment rate
- Enrolling in a structured educational setting made significant impact on re-enrollment
 - A greater percentage of African-American students than white students enrolled in alternative education while suspended.
 - A greater percentage of African-American students than white students re-enrolled rather than dropping out.

More Important Findings

- Students suspended later in the year were more likely to re-enroll
- Placement in an educational setting during suspension had a greater impact on re-enrollment than length of suspension
- Returning to same school improved rate of re-enrollment

More Important Findings

- Students with special needs re-enrolled at a higher rate than students with no special needs
- Other factors made no difference
 - gender of student
 - years of consecutive suspension
 - with whom the student lived
 - race/gender of student and counselor matched

Full reports are available at www.edstar.org

Evidence of Academic Success

- High school students served by transition counselors scored 'higher than expected' on EOCs, using the ABC prediction model.

Bottom Line...

- ✓ Attendance Improved
- ✓ Behavior Improved
- ✓ Academics Improved

Never underestimate the power of a small group of committed citizens to change the world.

Indeed it has never been done otherwise.

- *Margaret Mead*

All this will not be finished in the first one hundred days. Nor will it be finished in the first thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet.

But let us begin.

– John F. Kennedy